

Mary Howard Primary School

Sports Funding Impact Report



2022/ 23

What is the PE and Sports Premium Funding?

Over the last few years the government has provided funding over £450 million per annum to provide new, substantial primary school sport funding. This funding has been jointly provided by the Departments for education, Health and Culture, Media and Sport. The money received has been given directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. Since 2020 the funding has been continued year on year and we have continued to use this to grow and develop our provision.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Our long-term vision for Physical Education at The Mease Federation

At *The Mease Federation* we believe that Physical activity not only improves health, reduces stress and improves concentration, but also promotes physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both staff and children to be aware of its importance. We strive to provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. We value the importance of a varied curriculum experience. Our aim is to increase participation in physical activity outside of the two core hours offered as part of the curriculum. In order to achieve this vision, we strive to offer varied opportunities for inclusive engagement in physical activity during other subjects, at lunchtimes and after school, which are tailored to the children's interests and accessible to all.

Evidence of key achievements to 2022:

Sustainability and suggested next steps 2022 onwards:

- ✓ Teachers planning and delivering own PE lessons through timetable reorganisation and the purchase of a new scheme **Getset4PE**
- ✓ Increased confidence, skills and knowledge of staff through team teaching alongside specialist sports coaches.
- ✓ Greater variety of alternative sports resources provided for lessons and lunchtime access.
- ✓ Wider participation in physical exercise and different sports through lunchtime clubs run by Premier sports coaches.
- ✓ Full funding provided for disadvantaged pupils (in receipt of FSM or Ever 6) to be able to attend chargeable after school and holiday sports clubs run by Premier Sports.
- ✓ New Wrap-Around breakfast and after school club established at Mary Howard providing for additional daily physical activity (Breakfast club fully funded for disadvantaged pupils.)
- ✓ New large equipment installed at Mary Howard (trim trail)
- ✓ Awareness of emotional well-being raised for both staff (new staff stress risk assessments, Well-being toolkit package with free skincare products) and pupils (daily **CONNECT** time to focus on **C**ommunication, **O**pen-mindedness, **N**urture, **N**ews, **E**mpathy, **C**almness, **T**ime)

- ⇒ Teachers' evaluation of the new scheme was that it was too narrow and that an alternative is required.
- ⇒ Staff questionnaires have shown that dance is still an area in which they would like to access further training.
- ⇒ An ongoing rolling budget needs to be established to ensure sports resources remain applicable and in good condition.
- ⇒ The cost of providing a sports coach led lunchtime club every day is not sustainable and school lunchtime staff need to be trained themselves.
- ⇒ The proportion of Pupil / Sports Premium being allocated to fund these clubs is not sustainable in relation to the number of children it is benefiting and investing in staff training will reach more pupils.
- ⇒ New Wrap-Around has been successful and will continue.
- ⇒ New basketball / netball posts are needed next at Mary Howard.
- ⇒ This is a start and to further build on this the new Physical Growth Lead will work closely with the Personal Growth Lead to combine PE, Sport, Health and Relationships – with a particular focus on 'healthy eating, healthy body, healthy mind'.

Amount of grant received IN YEAR 2022/ 23: £16,000 + £10 per pupil

| Area of Focus | Amount spent | Impact | Sustainability |
|--|---|---|--|
| <p>Improving the quality of teaching and learning and curriculum for PE</p> <p>To develop and support the teaching staff (including PE lead) in delivering high quality PE lessons.</p> <p>To establish / embed the use of the chosen planning and assessment format – <i>what is the current?</i></p> <p>To review the curriculum map and progression document to run <i>along side chosen assessment format</i></p> <p>To complete an up-to-date audit of PE teaching and learning materials.</p> <p>To judge the effectiveness and impact of sports funding spend and action plan.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 3 Key Indicator 4</p> | <p>Supply cover £636</p> <p>£2,500 (Three 1-1 sessions, network meetings, CPD courses, school support.</p> <p>£995 PE level 5 training.</p> <p>£800 school training.</p> <p>GetSet4PE - £660</p> <p>Premier sports - £2808</p> <p>SH Active - £1400</p> <p>Swimming - £1650</p> <p>Resources - £1051.36</p> | <p>Updated and reviewed PE curriculum offer for pupils to increase engagement and lifelong participation.</p> <p>Embedded planning, teaching and assessment system for PE lessons working well to support staff confidence, subject specific knowledge and therefore outcomes for pupils.</p> <p>Staff confidence and ability to teach high quality PE increases and embeds further and pupils as a result benefit from lessons that they enjoy more and in which they make better progress.</p> <p>Increased outcomes for pupils through improved pupil's progress/ skill development/ enjoyment of lessons.</p> <p>School up to date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school.</p> <p>Increased number of pupils meeting national curriculum swimming requirements.</p> <p>Well-resourced subject with plenty of differentiated resources to support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons.</p> | <p>Increased confidence to teach PE successfully and effectively. Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life. PE subject lead vision and strategy in continuing to move school forward towards desired outcomes.</p> <p>Other key stakeholders understanding and support behind the developments and change. PE now embedded into whole school objectives/ vision and outcomes, celebrated during whole-school worship. Resources organised effectively to be used in future years.</p> |
| <p>Health / Whole school improvement/ Wider School Impact</p> <p>To raise the profile and showcase the importance and benefits of PE, health and well-being for pupils.</p> | <p>£250 – Fitness and Pupil Health</p> <p>£250– Positive Mental Mindset</p> | <p>Pupils have a number of strategies available to them to deal with emotional situations they may be experiencing. Staff use and promote these when needed.</p> <p>Pupils and parents understand the value of PE and health and are committed to meeting recommendations.</p> | <p>Ideas other staff have gained will be there to be used in other lessons to enhance learning. Staff and pupils learnt strategies for emotional health and well-being will be embedded into practice and have a long-term</p> |

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| <p>To increase and embed opportunities for pupils to be physically active at other times during the day.</p> <p>To improve and encourage participation in physical activity and challenge during break times and lunchtimes.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 4</p> | <p>£250– wellbeing and wellness</p> <p>£2149 - shed</p> <p>£921.30 - Sportsafe</p> | <p>Staff work together to become support network resulting in increased opportunities for pupils and excellent role models who value PE in school.</p> <p>Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing confrontational situations.</p> <p>Increased enjoyment in PE and lessons with linked physical activity. Improvement in pupil behaviour. Increased self - esteem and confidence of pupils.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day.</p> | <p>impact on their ability to deal with challenging situations.</p> |
| <p>Competition and Community</p> <p>To review the number of competitive opportunities the school take part in and which are applicable for pupils in the school.</p> <p>Key Indicator 4: Key Indicator 5</p> | <p>Supply cover £636</p> | <p>Children have begun to take part in some competitions.</p> <p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</p> <p>School achieving school games mark award.</p> | <p>Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. This is to be built upon next academic year through multi-academy games.</p> |

Grant Received: £16440 = £16000 + 44 pupils x £10 Total spend: £16,962.66

Swimming Data 22/23 Mary Howard

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|---|-----------------------------------|
| Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year? | 88% |
| Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 88% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 33% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |
| <p>⇒ Year 5 and Year 6 swimming Autumn Term</p> <p>⇒ Year 3 and Year 4 swimming Spring Term</p> | |